

6 month reporting date 10/17/03
12 month reporting date 04/17/04
Closed 06/14/04

Approved by SEP

Howard School District Improvement/Progress Report Form

Principle: 3 – Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The consent to evaluate did not include transition and functional evaluation.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Informed parental consent will be obtained before conducting any evaluation affecting eligibility status for (initial and re-evaluations), including transition and functional assessment.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district shall receive and file consent to evaluate forms before conducting evaluations 100% of the time including transition and functional assessments. Assessments to be given will be listed on the consent to evaluate forms 100% of the time.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve?</p> <p>Special Education Teachers will cross check consent to evaluate forms to ensure they are complete and in the student file prior to testing.</p> <p>What data will be given to OSE to verify this objective?</p> <p>SPED Staff will review the prior notice data and report to the OSE Office as to what percent of the files reviewed had parental consent to evaluate in the areas that assessments were given.</p>	<p>05/15/2004</p>	<p>Special Education Teachers And Building Principals</p>	<p>ONGOING</p>	<p>Met June 04</p>
<p>Please explain the data (6 month)</p> <p>There were five initial and re-evaluations completed during this six months period. Five out of 5 had consent forms for functional evaluations written on the parental prior written notice to test form. There were no initial and re-evaluations completed that required transitional evaluations.</p>				
<p>Please explain the data (12 month)</p> <p>There were 25 initial and re-evaluations completed during this six months period. Twenty-seven out of 27 parental consent forms had permission for functional evaluations written on the parental prior notice.. There were 27 initial and re-evaluations completed that required transitional evaluations.</p>				

<p>Principle: 3 - Appropriate Evaluation</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The initial and three-year re-evaluations did not include functional evaluation within the 25-day period. The functional evaluation was not being utilized in designing the student's program and present levels of performance.</p>

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>A variety of assessment tools and strategies are used to gather relevant functional and developmental information, which can be used in the designing of the student's program and developing of the student's present level of performance.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>A functional assessment will be given to each student within the 25 day time period and an evaluation summary filed with other assessment results in student files 100% of the time.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve?</p> <p>The Special Education staff will conduct functional assessments within the 25-day time frame and summarize the functional data. The student's functional data will be incorporated into the student's present levels of performance 100% of the time</p> <p>What data will be given to OSE to verify this objective?</p> <p>The SPED staff will report to the OSE, as to what percentage of files contained the functional assessment summaries that had been completed with in the 25-day assessment timelines. The SPED Staff will also report what percentage of files included the functional assessment data in the student's present levels of performance.</p>	<p>5/15/2004</p>	<p>Special Education Teachers And Building Principals</p>	<p>ONGOING</p>	<p>Met June 04</p>
<p>Please explain the data (6 month)</p> <p>Five initial and re-evaluations were completed during this time and five of the 5 evaluations completed were done in the 25-day time frame.</p>				

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Please explain the data (12 month)

The district conducted 25 functional assessments on initial and 3 year re-evaluation within the 25 day time frame and summarized the functional data within PLOP page.

Principle: 3 – Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Transition assessments were not always provided or being utilized for students by age sixteen for planning transitional activities and developing present levels of performance.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Transition assessments will be utilized to identify the students needs and interests in regards to the five planning areas of transition and summarized in the present levels of performance.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Age appropriate transition assessments will be given and plans developed for students 100% of the time. The assessment data will also be included in developing the student's present levels of performance in the transition area.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve?</p> <p>Transition assessment will be utilized for transition age students and present levels of performance and transition plans will be based on transition assessment data 100% of the time.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The Special Education Staff will validate and submit to the OSE 100% percentage of students 15 or over have the following transition requirements in place: (1) transition assessments completed (2) present levels of performance that include data related to transition evaluation (3) five areas for transition planning in the IEP have been addressed with the required specifics and content.</p>	<p>5/15/2004</p>	<p>Special Education Staff and High School Principal</p>	<p>ONGOING</p>	<p>Met June 04</p>
<p>Please explain the data (6 month)</p> <p>Five annual meetings were completed during this time period. There were no initial and re-evaluations completed during this time. Five of the five annuals completed had transition assessments and flowed throughout the IEP on the PLOP. All five areas of the transition planning objectives were completed within each of the five annuals. The SPED teacher completed the training provided by the state in June for transition skills in Vermillion.</p>				
<p>Please explain the data (12 month)</p> <p>Seventeen transition assessments were completed for students who were 15 and over at their annual and 3 year re-evaluations. Sixteen transition assessments were included on the data for the PLOP page. 100% of the transitions completed addressed the five areas for transition planning on the IEP.</p>				

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance) There was no documentation that parents were involved in the planning of student evaluations.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Student files will contain documentation that reflects parental participation/input into the evaluation planning process.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Parents will be provided with the opportunity to provide parental input into evaluation planning.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The prior notice/consent form will include a statement that would afford parents an opportunity to request additional evaluations for additional areas of concern. What data will be given to OSE to verify this objective? The OSE will receive a copy of the updated prior notice/consent form, which will include a statement for parent input as to whether there are other areas of concern for which additional evaluations are needed.	05/15/2004	Special Education Teachers And Building Principals	ONGOING	Met June 04
Please explain the data (6 month) Five initial and re-evaluations were completed during this six month period of time. Five of the 5 IEPs document parental input into the evaluations.				

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Please explain the data (12 month)

Twenty-five initial and re-evaluations were completed during this six month period of time. Twenty-five of the 25 IEP documents had parental input into the evaluations. The forms for the Parent Report and prior consent form are will be sent to the SEP office.

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Principle 5 Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The course of study for transition age students did not indicate specific courses for electives and the course of study was not always in place by age 14. The long-term outcome statements were not based on functional assessment and were not student driven.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. By age 14, transition planning will include long term outcomes for independent living and employment. A specified course of study will be developed, which reflect the student's interest and post-school goals.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will develop IEPs that include a complete course of study for each student by age14 or younger if appropriate.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**6 month
progress**
Record date
objective is met

**12 month
progress**
Record date
objective is met

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<p>1. What will the district do to improve? The district will make a list at the beginning of each school year of those students who will be turning 14 during the course of that year. A meeting will be held and course of study developed for each of these students prior to their 14th birthday.</p> <p>What data will be given to OSE to verify this objective? The district will report the number of students turning age 14 during each school year and the % of those with a course of study developed prior to their 14th birthday.</p>	<p>05/15/2004</p>	<p>Special Educator Speech & Language Clinician Special And Building Principals</p>	<p>ONGOING</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) There are 4 students who are turning 14 within this school year. Of the 4 students, one has completed his annual and the course of study was completed. The careers assessment for employment preferences and living choices were discussed to help complete the course of study.</p>				
<p>Please explain the data (12 month) There were 23 students who are or will be turning 14 within this school year. 100% of the students had their course of study developed. All the careers assessment for employment preferences and living choices were discussed to help complete the course study.</p>				
<p>2. What will the district do to improve? When developing the course of study for students' beginning at the age of 14, The district will include specific electives that are linked to the life planning outcomes, 100% of the time.</p> <p>What data will be given to OSE to verify this objective? The district will review all files of students age 14 and report the % of files which contain specific electives based upon student centered life planning outcomes.</p>	<p>5/15/2004</p>	<p>Special Educator Speech & Language Clinician Special And Building Principals</p>	<p>ONGOING</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) The 1 who will turn 14 this summer had his transition completed and included the course of study and all electives were linked to the student's career assessment.</p>				
<p>Please explain the data (12 month) Twenty-three students had the transition page completed with electives linked to the student's career assessment.</p>				

Principle: 5 – Individual Education Plan				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Through file review it was evident that there was not a coordinated set of transition activities in place for students 16 and over. The present levels of performance did not indicate the student's present levels in regards to the area of transition.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Transition will be a part of the present levels of performance and the district will ensure that by age16 a coordinated set of activities will be in place to provide linkages to the long-term outcomes for employment and independent living. These present levels and coordinated set of activities will be based on transition assessment data and student input.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will develop IEPs for all student's turning 16, which include a coordinated set of transition services with initiation & duration dates, activities, goals and objectives.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? When developing a transition plan, district staff will address all five transition service areas on the transition plan 100% of the time; including initiation, duration and staff responsible for follow-up. What data will be given to OSE to verify this objective? The district will review all files of students age 16 and report what percentage of files have addressed all 5 areas of transition.	5/15/2004	Special Educator Speech & Language Clinician And Building Principals	ONGOING	Met June 04

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Please explain the data (6 month) There were 5 annual transition IEPs completed during the past 6 months. Five of the 5 IEPs completed included all of the five areas with the initiation, duration and staff responsible for follow-up.				
Please explain the data (12 month) There were 13 annual transition IEPs completed for 16 year old students and over during the past 6 months. All transitions included all five of the areas with the initiation, duration and staff responsible for follow-up.				
2. What will the district do to improve? When developing a transition plan, the district will document activities/service recommendations based upon the transition evaluation, present levels of performance and student centered life planning outcomes 100% of the time. What data will be given to OSE to verify this objective? The district will review all files of students age 16 and report through a quality assurance analysis if the transition plan represents a coordinated set of transition activities and services.	05/15/2003	Special Educator Speech & Language Clinician And Building Principals	ONGOING	Met June 04
Please explain the data (6 month) Five of the 5 annual transitions completed during this 6 month period documented activities/service recommendations based upon the transition evaluation, present levels of performance and student centered life planning outcomes. Bev Petersen was requested to review 4 and approved of the process completed.				
Please explain the data (12 month) Thirteen of the 13 annual and re-evaluations transitions completed during this past school year for 16 year olds and over, have documented activities/service recommendations based upon the transition evaluation, present levels of performance, and student centered life planning outcomes.				

Principle: 5 – Individual Education Program
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Present levels of performance were not skill specific in identifying the student's strengths and weaknesses and were not linked to functional evaluation data. In four files the present levels of performance did not include parental input or how the disability affects the student's involvement and progress in the general curriculum. The present levels of performance did not include transition.

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The present levels of performance will be based on functional evaluation data and include the student's strengths and weakness in their disability area and transition. The present levels will include the areas to be addressed, parental input and how the student's disability affects the student's progress in the general curriculum.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The present level of performance developed for a student will be skill specific and link to functional evaluation and will include parental input and how the student's disability affects progress in the general curriculum of the school or preschool.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? The student's present levels of performance will include the required components and be based on the summary of functional evaluation data. What data will be given to OSE to verify this objective?</p> <p>The special education staff will document that all the required components for the present levels of performance are present. The staff will also validate linkage to functional evaluation.</p> <p>The staff will review three files at the pre-school, elementary, middle school and high school level and submit to OSE the percentage of present levels of performance reviewed contained the required components.</p>	<p>5/15/2004</p>	<p>Special Ed. Teacher And Building Principals</p>	<p>ONGOING In the 12 month report – submit one PLOP sample at each level</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) Five initial and re-evaluations were completed during this 6 month period of time. Five of the five PLOPs included the required components and was based the summary of functional evaluation data.</p>				

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Please explain the data (12 month)

16 initial and re-evaluations and 27 annuals were completed during this 6 month period of time. The PLOP pages included: strengths, weaknesses, functional assessments, parental input, and how the student's disability adversely affects the students' involvement and progress in the general curriculum.